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To the Graduate Program:

      This project, entitled "Embracing ESL Reading Strategies in the Guided-Reading Block for English Learners in the Elementary Classroom Setting" and written by Carolina Romero Figueroa, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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Paula M. Wilder, Advisor

We have reviewed this
Project and recommend its
acceptance

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EMBRACING ESL READING STRATEGIES IN THE GUIDED-READING BLOCK FOR

ENGLISH LEARNERS IN THE ELEMENTARY CLASSROOM SETTING

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By
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Advisor: Dr. Paula Wilder

Abstract

Learning a second language is a challenging task that elementary English learners have to face day by day. During the Language Arts block, it is important to teach our students how to read and write in English. That is why, the guided-reading model has been reinforced in many elementary schools in the Prince William County. In order to increase those reading spaces, ESL teachers have started working as reading specialists, providing ELD services during the guided-reading block. However, some strategies have not had the expected results. Therefore, ESL strategies need to be applied in this model with the purpose of having positive reading results among English learners. This paper presents ESL strategies that can be incorporated to satisfy the needs of our ELLs in the guided-reading block. These strategies will be part of a workshop meant to facilitate the teachers' work in the elementary classroom.

Dedication

I would like to dedicate this thesis to my beloved husband, who has been the greatest support during my stay in the United Stated of America. Through the distance, my family has also supported me by sending positive energies and love. I could not have done this without the help of my friends and colleagues, whom I appreciate their feedback, enthusiasm and collaboration.

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I would like to thank Dr. Michelle Plaisance for her support and guidance during these years of studying. A special thank you to Paula Wilder, my advisor, for her understanding and professionalism before, while and after the development of this thesis project.

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Chapter 1: Introduction

Over the past few years, I have spent countless hours searching for strategies to help English learners in the language arts subject. One of the components of the language arts lesson is the guided-reading block. During this time, teachers are expected to work in small groups using authentic texts to either work on literacy skills, comprehension focus, or strategy skills. As an ESL teacher working in Virginia, my colleagues and I had to adapt our lessons into a new method to teach our English language development (ELD) time: guided-reading groups. This chapter explains the urgency of adapting overwhelming guided-reading lesson plans for English learners who need to develop, not only reading, but also listening, writing and speaking skills. Having this necessity, ESL strategies need to be applied in the present model in order to increase students' reading comprehension and English proficiency. Finally, this chapter describes how a workshop designed for teachers and the school members will benefit English learners in the guided-reading block by having a differentiated lesson plan guide.

Difficulties and concerns appeared with the incorporation of the guided-reading model. One of the biggest challenges was using rigid lesson plans that are meant for native English speakers, not English learners. Another area of concern was that in order to lead the guided reading groups, the teachers had to reduce the time spent teaching vocabulary and activating prior knowledge. Additionally, ESL teachers were tasked with creating a rigid, multistep guided-reading lesson plan with very little time for additional clarification in order to accomplish a presumed successful 20-30-minute lesson. This created a rushed environment for both the students and the teachers, which negatively impacted the quality of the lesson and inhibited the progress of the English learning students.

Consequently, ELLs became disengaged and bored by following a complicated lesson plan that teachers were not even enjoying. According to Herrera and Murry (2016), it is crucial that teachers understand the stages of second language acquisition. The stages of preproduction, early production, speech emergence, intermediate fluency and advanced fluency, represent what students can do and provide strategies for teachers to help students acquire the target language. Considering these stages and what they involve in terms of the development of confidence, independence, and ongoing learning, makes me realize of the urgency of teaching English learners appropriately. Teaching English as a second language should encourage students to listen, write, speak, and read in their L2 instead of disengaging and discouraging them.

As an international ESOL teacher working in the elementary classroom setting, I found myself following a lesson plan that did not allow me to go in depth with important concepts within the English language. For instance, the time spent in teaching vocabulary and telling a synopsis of the book is three to five minutes. In real scenarios, it takes a little more to scaffold important English words for beginner readers. Additionally, there is not time to extend the use of those words after reading the story. The guided-reading lesson plan drastically reduced the time and space needed to develop skills that these students need, such as listening, writing, and most importantly, speaking. According to Jan Richardson's lesson plan (2016) students have about two to four minutes to discuss the story. If groups are made of up to six students, that means that in the worst case, every student speaks 20 seconds. In the best case, students get to speak for 40 seconds. If the guided-reading block is now English learners' ELD time, then the chances to develop speaking skills is limited. Furthermore, the unfriendly layout of the template of these lesson plans impedes teachers from taking notes and making it their own lesson plan. The checklist guided-reading lesson plan presented to my team does not provide the opportunities to

explain in detail what the lesson will be about and how it will be developed. Particularly, some transitional guided-reading lesson plans consists of three days in one single page, reducing the space to take notes, provide a definition of a word, and write reading comprehension questions. Therefore, I have observed that there is a need to differentiate the way we are teaching our students to read in the guided-reading block.

Considering this scenario, I created a workshop for elementary teachers to facilitate their instruction during the guided-reading groups when working with English language learners. The workshop consists of an hour of professional development training developed at Kilby Elementary School in Woodbridge, Virginia. Kindergarten through fifth grade classroom teachers are invited as well as reading specialists and ESOL teachers. During this workshop, the school staff receives useful tips, engaging strategies, and one adaptable lesson plan template with detailed description of how to deliver the guided-reading lesson step by step. Peregoy and Boyle (2001) stated, "readers use their background knowledge about the text's topic and structure along with their linguistic knowledge and reading strategies to achieve their purpose of reading" (p. 341). That is to say, the two focuses of this workshop are helping second language readers develop their second language proficiency and become better readers.

By using these strategies and adapting the current guided-reading lesson plans, English learners will improve their reading comprehension, and furthermore, their English proficiency level. Teachers will also benefit from feeling more confident using a differentiated lesson plan for ELLs that is more enjoyable for all, and they will be able to observe how their students improve gradually. If educators enjoy what they are doing, then students will benefit from it by showing significant progress and high levels of engagement.

Furthermore, this project helps teachers not only at Kilby Elementary, but also educators around the world who have to work with second language readers during the guided-reading block. This project personally has helped me become a better teacher because I am able to spread the word to others and share meaningful strategies to all teachers in my school. If this project is well-accepted by the school staff, it will mean a powerful resource for other schools in the Prince William County, especially ESOL teachers currently working as reading specialists.

In addition, this project benefits my students and all the other children who struggle with reading in English as a second language. My personal goal is to incorporate successful ESL strategies to the present guided-reading model to facilitate the learning of a second language, increase levels of confidence and engagement, develop the four English domains, and facilitate the work of thousands of teachers who work with English learners.

Chapter 2: Literature Review

Over the last four years, the population of students has changed in the United States, and as a result the number of English learners in America has increased. In 2016, there were 4.9 million students who were identified as English language learners (ELLs) attending public schools in the United States. These students represent a higher percentage of students in lower grades than of those in upper grades (National Center for Education Statistics, 2019). Considering the diversity in elementary classroom settings, teachers need to shape their instruction according to the new students' population and their needs.

Who are the English Language Leaners?

Peregoy and Boyle (2017) explained that English learners are non-native English speakers who are learning the English language. Most of them speak another language with their families. ELLs may have attended schools in their home countries and others might be illiterate. They may have been born in other countries, but others were born in the U.S. Those ELLs who left their countries might have experienced traumatic events of war, violence, and/or suffering. Learning about ELLs is crucial for teachers because it provides relevant information that will guide the lesson planning process. Some relevant aspects to know about ELLs are where they come from, their English proficiency level, life experiences, and their prior knowledge (Peregoy & Boyle, 2017). During this process of getting to know English learners' educational levels, it may be found that there is low literacy and low educational levels or even no educational level at all. That is why Johnson and College (2013) emphasized that teachers need to observe certain

behaviors in class and conduct interviews with students to have a better understanding of every single student.

In terms of language proficiency, Herrera and Murry (2016) stated that there are stages of second language acquisition (SLA). Generally, students proceed through the stages of early production, speech emergence, intermediate fluency, and advanced fluency. As well as the stages of SLA, WIDA (2007) describes six English proficiency levels of an English learners. These six descriptors are: entering 1, beginning 2, developing 3, expanding 4, bridging 5, and reaching 6. These levels represent the language proficiency level and the progression of the language development for students in reading, listening, writing, and speaking.

English Language Learners Reading English

Reading is a complex process that requires students to recognize words, semantics and syntax in order to comprehend a text by building on background knowledge (Bauer & Arazi, 2011). Peregoy and Boyle (2017) suggested that English reading development processes are similar for both English learners and native English speakers because they use the prior knowledge about the meaning of English words, word order, grammar, and sound/symbol relationships to comprehend a written text.

If ELLs are literate in their native language, it will facilitate the process of reading in a second language (Bauer & Arazi, 2011). In fact, Cummins (1981), Peregoy (1989), Tragar and Wong (1984) (as cited in Peregoy & Boyle, 2017) have supported that it is beneficial that English learners are taught to read in their native language because reading and writing in the L1 is less difficult and students can transfer literacy skills from L1 to L2. When a student is fully literate in their native language, which is either is similar to or different from English, those

students have the foundations of knowledge that go beyond their ability to read (Moll, 1994 as cited in Peregoy & Boyle, 2000). In other words, they are better prepared to learn to read in a second language. Other aspects to consider in the reading process will be student motivation, cultural factors, and teacher-student relationship. "National panels reviewing research on the teaching of beginning reading recommend phonemic awareness, phonics, reading fluency, and comprehension as the cornerstones of the curriculum" (Peregoy & Boyle, 2017, p. 207). In addition, Snow et al., (1998) (as cited in Peregoy & Boyle, 2017) recommended that students receive beginning reading instruction in the primary language, if possible.

Relevant emphasis has been given to English proficiency level and background knowledge in the process of reading English as a second language. On the one hand, English proficiency will increase as long as the vocabulary development does. Bauer and Arazi (2011) highlighted that English learners must have good vocabulary development to read effectively. Bauer and Arazi (2011) suggested some ideas to make English texts comprehensible, which is supported with Krashen's (1981) approach about comprehensible input. Indeed, Genova and Stewart (2019) emphasized that the input should be just slightly above the students' level of English proficiency in terms of vocabulary and sentence structure. If the language is even higher than students' current level, then language development needs to be scaffolded by using prior knowledge, visuals and first language support. Because comprehensible input is not enough, students need to be pushed to use English to write about their experiences and then share those stories orally. By presenting a case-study about a Chinese newcomer student, Bauer and Arazi (2011) showed that previewing target vocabulary through a picture walk is beneficial because students can develop vocabulary and make text-to-self connections. Moreover, the use of bilingual dictionaries created by the students helps them track their learning and have available

resources all the time. In the same way, bringing content to life promotes the learning of new words. Drucker (2003) suggested that vocabulary should be developed through definitions, synonyms, and examples. Equally important is the use of the Total Physical Response (TPR) method in the process of learning new words. Through this method, students can connect a word with an action by singing a song, playing Simon says, and using gestures (Richard & Rodgers, 1998 as cited in Drucker, 2003). Similarly, Barrot (2013) noted that if the purpose is that texts are comprehensible for ELLs, then the focus should be on lexical features. In the same way, Schirmer, Casbon and Twiss (1996) agreed that vocabulary development activities need to be done before reading because it involves creating semantic maps by brainstorming synonyms, antonyms and real-life examples. As can be seen, vocabulary is a key factor in ELLs' reading comprehension (Garcia, 1991; Saville-Troike, 1983 as cited in Manyak & Bauer, 2008; Drucker, 2003).

On the other hand, background knowledge needs to be activated before reading. Consequently, students will become familiar with the topic and structure of a text. Peregoy and Boyle (2017) cited research from Elley and Mangubhai (1983) and Krashen (1993) that indicated "when English learners read texts that are fairly easy for them, their reading provides comprehensible input that promotes English language acquisition" (as cited in Peregoy & Boyle, 2017, p. 343). Manyak and Bauer (2008) supported the relationship between English learners' background knowledge and reading comprehension. However, students will find unfamiliar topics when reading. In order to help them with this, it is recommended that teachers provide a synopsis of the story. By building background knowledge, ELLs can make predictions about what the text will be about. That is to say, "reading is an active process of constructing and confirming meaning" (Peregoy & Boyle, 2000, p. 239). Text structures also help students better

comprehend what the story is about. This way, students can make predictions and have a purpose for reading, which result in high levels of engagement. Students need enough exposure, so they are familiar with different types of text structures. Text structures can help students with more challenging texts in content areas because it promotes reading comprehension and learning. "The more familiar the topic, the easier it will be for the reader to understand the text" (Peregoy & Boyle, 2000, p. 238). In other words, students' reading comprehension is intrinsically related to the familiarity of the events, topic, grammar, and vocabulary.

Reading Strategies for English Learners

Research has shown that reading instruction needs to be differentiated for English learners. In 2003, Drucker declared that there are differences between how a native speaker and a non-native speaker learn to read. Considering these differences, it seems important for teachers to plan their lessons according to the students' needs and to use efficient reading strategies with ELLs. Peregoy and Boyle (2017) discussed that different strategies should be utilized according to students' English proficiency. They suggested to keep in mind the different English proficiency levels, which is differentiated between beginning second language readers and intermediate second language readers. To illustrate, beginning second language readers benefit from "The Language Experience Approach" (LEA) (Dixon & Nessel, 1983; Tinajero & Calderon, 1988 as cited in Peregoy & Boyle, 2017). Teachers who use this approach offer students the opportunities to write and talk about their own experiences (Peregoy & Boyle, 2017). By doing this, students are able to read their own stories and connect reading and writing together (Parrish, 2004). Another strategy is the Directed Listening Thinking Activity (DL-TA). This strategy promotes the participation of students by asking them to make predictions while

reading a story aloud (Boyle & Peregoy, 1990; Stauffer, 1975 as cited in Peregoy & Boyle, 2017). In fact, students are engaged and listen to the story with a purpose. In the same way, ELLs are actively engaged by using Reader's Theater Strategy. This strategy allows students to role-play a script where they practice reading, pronunciation and intonation. Additionally, one strategy that helps students use grammar structures and improve their reading comprehension is story mapping (Peregoy & Boyle, 2017). Visual learners are able to create their own story maps and classify information in a graphic organizer. Similarly, intermediate second language readers can use cognitive maps to summarize a text or show their understanding. Similar to the DL-TA strategy is the Directed Reading-Thinking Activity (DR-TA). This strategy consists of students making predictions and answering questions while they read a story aloud (Stauffer, 1975 as cited in Peregoy & Boyle, 2017). Regarding strategies that builds confidence in students, it is important to mention the use of literature response journals. This is a way for students to react to a particular story or event, expressing their feelings and thoughts (Atwell, 1984 as cited in Peregoy & Boyle, 2017). Teachers and peers are welcome to respond to some of the comments in students' journals. Additionally, the idea of developing scripts for theater is a suggested strategy to connect reading and writing. Due to the time required to create a script, students are allowed to work in groups. An extended activity with the reader's theater is to adapt stories into plays and skits for presentations (Peregoy & Boyle, 2017). This last strategy incorporates the four domains of the English language: listening, writing, speaking, and reading.

Chen and Graves (1998) and Drucker (2003) proposed that previewing materials before reading is a powerful scaffold to support English learners' reading. Chen and Graves (1998) proposed some key aspects to consider when previewing a text. The first one is that a preview should start by asking questions or making statements that get students' attention and activate

their background knowledge about a topic. Then, students need to be involved in the text by answering discussion questions. Lastly, teachers provide a synopsis of the story including story elements. The advantages of previewing a text are that students understand the main of idea of the story, they can make connection with familiar information, it is an easy strategy to prepare for teachers, and it does not require much instruction time (Chen & Graves, 1998). In fact, in a case study conducted with Taiwanese students, a high percentage of ELLs indicated that previewing was an effective prereading strategy because it helps with reading comprehension and as a hook activity to get students' interest (Chen & Graves, 1998). Similarly, Schirmer, Casbon and Twiss (1996) supported the idea of previewing and its importance in helping English learners become familiar with new words.

Furthermore, McCauley and McCauley (1992) and Drucker (2003) claimed that choral reading is a good strategy to use because it incorporates gestures. Therefore, all students read a short story or poem using their body to convey meaning (Drucker, 2003). Written words make better sense to students when they add sound effects, different intonation, volume, tone, and rhythm (McCauley & McCauley, 1992). Indeed, choral reading promotes love for reading, improves pronunciation, increases students' self-esteem and fluency, and expands vocabulary (McCauley & McCauley, 1992). Moreover, choral reading creates a low-anxiety environment that builds trust and confidence (McCauley & McCauley, 1992). Therefore, students learn to read by playing (Vygotsky, 1962, 1978 as cited in McCauley & McCauley, 1992), and as McCauley and McCauley (1992) stated "choral reading never fails to excite children's interest in reading regardless of their age, reading level or level of language proficiency" (p. 527). In addition to choral reading, shared and paired reading provide multiple opportunities for ELLs to read more effectively. Drucker (2003) explained that shared reading is a good model for

students to use to listen to correct pronunciation and intonation, as well. That is to say, students are able to connect the sounds with the written words. Paired reading is another strategy where students are paired with a more proficient English reader, so one student reads and the other one rereads the same paragraph. This is a good way for students to monitor their reading and figure out how to pronounce words (Drucker, 2003).

Equally important are the strategies that promote phonics and word recognition. Peregoy and Boyle (2017) noted that these prereading strategies should be taught in context by telling a story and helping students understand the meaning of key words at a word, phrase, and text level. These words are the focus of the phonics instruction and should be reread by students at the end of the instruction (Peregoy & Boyle, 2017). They also suggested that there should be explicit instruction of word families and metacognitive strategies. Peregoy and Boyle (2017) emphasized that metacognitive strategies help students identify and repair reading errors: rereading (does this word make sense) and questioning ourselves (main idea). As an illustration, Zadeth, Farnia and Geva (2010) suggested in their findings that "phonological awareness, naming speed, and oral language measured in Grade 1 ELLs have predictive power for how well their reading comprehension and reading fluency will develop subsequently" (p. 183). Likewise, the research conducted by Carrel, Gajdusek and Wise (1998) about metacognition strategies indicated that students need to know what strategy they should use, how and why to use it, when and where use it, and how to evaluate the efficacy of its use (Winograd & Hare, 1988 as cited in Zadeth et al., 2010). Metacognitive strategies include skimming, scanning, making predictions, skipping unknown words, making and confirming inferences, using cognates, activating background knowledge and identifying text structure (Block, 1986; Carrell, 1985, 1992; Carrell, Pharis & Liberto, 1989 as cited in Zadeth et al., 2010). In addition, Zhang (2008) examined the study by

Janzen and Stoller (1998) about how to help second language learners to read through instructed

practice. They reported four key steps: first, choosing an appropriate text according to students'

English proficiency; second, selecting the strategy to be taught; third, guiding the strategies in

context with the lesson; and last, shaping instruction by differentiating it according to students'

needs (Janzen & Stoller, 1998 as cited in Zadeth et al., 2010). By following these four steps, their

students learned how to read effectively and become more independent and responsible readers.

Additionally, reading comprehension plays an important role in the process of reading for

English learners. As Lipka and Siegel (2012) emphasized "comprehension is the ultimate goal of

reading" (p. 1874). According to these authors, the reading comprehension process involves

three aspects: the reader, the text and the reader's purpose. In their study, Lipka and Siegel

(2012) demonstrated that ELLs who received word reading and reading comprehension

instruction were able to develop stronger reading skills, compared to native speakers, after eight

years of teaching in English. Then Lipka and Siegel (2012) suggested that explicit instruction on

reading comprehension needs to happen in the ESL classroom. Indeed, the instruction should

incorporate phonological awareness, working memory, syntax and morphological awareness

(Lipka & Siegel, 2012).

Other considerations have been given to the role of students' native language,

motivational factors and the use of technology. First, Schirmer, Casbon and Twiss (1996)

supported the idea of using students' native language to support the acquisition of English as a

second language. Concerning this last aspect, they believed that students who are fully literate in

their native language will develop spoken and written language much easier than students who

do not have a strong native language base (Schirmer et al., 1996). Similarly, Klinger, Artiles and

Barletta (2006) reported a study where a group of bilingual students were allowed to use their

native language and that actually helped with their reading comprehension. In the same article, De La Colina, Parker, Hasbrouk and Lara-Alecio (2001) used the "read naturally" strategy. Their strategy consisted of using L1 materials to facilitate the students' comprehension. La Colina et al. (2001) found out that the students who were highly engaged, improved the most. Moreover, Thompson (2003 as cited in Klinger et al., 2006) reported that a group of students who were taught using English reading and ESL strategies, improved in word attachment, reading comprehension and oral fluency. Likewise, Garcia (2000), Lee and Schallert (1997), and Reese, Garnier, Gallimore and Goldenberg (2000 as cited in Slavin & Cheung, 2005) supported the idea that children's reading proficiency in their native language is a strong predictor of their ability to read in another language. They also suggested that teachers need to use language development strategies such as gestures and body language and realia to support students internalize new words. Considering this last idea, Genova and Stewart (2019) also agreed that body language, gestures and facial expressions alongside spoken words to make meaning is a key component of the SLA classroom. Truly, students who literate in their first language will have the advantage of having this prior knowledge about print. Eventually, they will be able to transfer these skills to the second language process.

In relation to motivation, Baker and Wigfield (1999) claimed that "engaged readers are motivated to read for different purposes, utilize knowledge gained from previous experience to generate new understandings, and participate in meaningful social interactions around reading" (p. 452). These authors also supported the idea that children who have a positive attitude about reading will be more motivated to learn. Furthermore, Baker and Wigfield (1999) maintained that "to become lifelong literacy learners, children must be motivated to engage in literacy activities" (p. 469). In fact, Zhang (2008) highlighted that highly motivated learners seemed to

have increased their engagement with reading instruction. Additionally, Kazakoffl, Macaruso and Hookl (2018) discovered that "a blended learning approach—integrating teacher-led instruction with online, digital activities—contributed to significant gains in reading in a large sample of ELs" (p. 444). Additionally, Kazakoffl et al. (2018) research showed that English learners benefited from tutorial sessions or small group instruction in an online setting. This type of technology instruction focused on developing academic vocabulary, understanding the main idea of a story, figurative language, and reading comprehension.

Guided Reading

Guided reading has been described as a small differentiated group instruction, in which the main aim is to help students become independent and fluent readers (Antonacci, 2000; Delacruz, 2012; Iaquinta, 2006; Moses, 2015; Peregoy & Boyle, 2017; Richardson, 2016; Suits, 2003). Most importantly, guided reading has been described "as the heart of the literacy program" (Fountas & Pinnell, 1996 as cited in Antonacci, 2000). Students are grouped based on their literacy needs (Antonnaci, 2000). Therefore, the instruction is more efficient because teachers shape their teaching according to students' needs (Iaquinta, 2006). Traditional guided reading considers six elements. The first element is selecting books. According to Richardson (2016) the books should be slightly above students' reading level. Richardson (2016) explained that the idea is to offer a challenge what students will not be able to solve independently. Similarly, Antonnaci (2000) suggested that selecting appropriate leveled texts means that texts need to be at the students' zone of proximal development (ZPD) (Vygotsky, 1978 as cited in Antonacci, 2000). This author also stated that "when a child is learning within a zone of proximal development, he/she is learning a concept that is close to emergence" (p. 7). Additionally, Iaquinta (2006) and Delacruz (2014) said

that books should present just the right amount of challenge for students. The second element is book introduction. Antonnaci (2000) noted that the teacher should provide a brief introduction to the story. Moreover, Fredericks (2003) suggested that teachers should introduce new vocabulary, activate students' background knowledge and ask students to make predictions. The third element is reading the book independently. During reading, teachers provide help with reading strategies and support students with vocabulary (Fredericks, 2003). In the same way, teachers can take notes of students' reading performance and behavior (Antonacci, 2000). The fourth element is doing reading activities after reading. Teachers conference with students by asking open-ended questions, asking students to make connections and assessing students' reading (Fredericks, 2003). Iaquinta (2006) emphasized that discussions should occur after reading and so should educators teach reading strategies. The fifth element is extensions. Students can extend their reading experience by writing a reading response, making projects or even doing cross-curricular activities (Fredericks, 2003). As a matter of fact, Iaquinta (2006) added that doing word work as part of the extension is relevant.

Additionally, Richardson (2016) focused her lesson plans on three components of literacy: reading, word study and writing. In fact, she stated that "children cannot move forward as readers until they fully comprehend what they read" (p. 12). As a result, Richardson (2016) proposed twelve reading comprehension strategies to be used. As an illustration, this author created different lesson plans according to students' reading stages. In another study, Delacruz (2014) proposed the idea of using technology in the guided reading block. She reported high levels of motivation in students who used Nearpod as a reading platform. Indeed, students were able to interact with this app by answering polls, drawing, and writing responses. In the same

way, teachers benefited from instant feedback from quizzes and a friendly and engaging classroom environment.

Guided Reading for English Language Learners

Lindsey Moses (2015) believed that discussion related to comprehension is necessary for ELLs. Although English learners might read aloud with no difficulty, they will still need support with vocabulary and comprehension. This help should be provided during the guided reading instruction because it better supports English learners' independent reading. However, Avalos, Plasencia, Chavez, and Rascón (2007) stressed that ELLs need a modified guided reading (MGR) because they need to gain additional language opportunities that occur naturally for native speakers. This MGR is based on the interactive reading model: the reader's experiences or background knowledge and reader's cognitive processing strategies (Rumelhart, 1977 as cited in Avalos et al., 2007). The MGR lesson includes six steps. The first step is analyzing the text. Teachers prepare which words or structures will be taught. They will also analyze the text to activate students' background knowledge by using visuals or other materials. The second step is setting the scene or introducing the text. Teachers who work with ELLs need to take the time to introduce unfamiliar words or situations. Using realia or manipulatives will facilitate the conversation. The third step is shared reading. Teachers start reading a portion of the text, and in this way, they provide a model for pronunciation and intonation. The teacher stops reading and asks students questions (inferring, predictions, and character's feelings). The fourth step is reading the text. Students read the story silently. While reading, teachers monitor and model how to use strategies. Students apply those strategies, and then they explain how to use them. The fifth step is returning to the text. Students start a discussion led by the teacher. They share their thoughts and

opinions. Teachers ask open-ended questions and check students' comprehension. The sixth step is responding to the text. Extensions could go from art and writing to drama. This is a good opportunity to develop the four domains of the English language. Avalos et al. (2007) insisted that "these extensions can be beneficial for ELLs to further develop their understanding of concepts and reading or language skills" (p. 325). The last step is word work. Teachers will offer opportunities for students to apply and learn word-solving skills. Word work should incorporate phonics and morphological instruction.

Additionally, Suits (2003) stressed that using leveled books in guided reading provides a meaningful context for reading comprehension and word recognition. Furthermore, Vardell, Hadaway and Young (2006) suggested that books for English learners should have content, language, visual, genre, structure, and cultural accessibility. They also pointed out that it is important to find multicultural literature that reflects many cultures. In relation to guided reading strategies, Suits (2003) emphasized small group instruction, meaningful texts, activating background knowledge, vocabulary development and communication. Teacher should also scaffold background knowledge by using cooperative learning, graphic organizers, LEA approach and shared and interactive writing (Suits, 2003). Vocabulary development should be scaffolded by using drama, pictures, and vocabulary webs (Suits, 2003). Communication can be scaffolded by speaking clearly, using body language, gestures and voice tone (Watts-Taffe & Truscott, 2000 as cited in Suits, 2003). Schirmer and Schaffer (2010) concluded in a case study that teachers who work with English learners and students who have certain types of disabilities should take more time teaching new vocabulary and sight words. In addition, if the topic is unfamiliar, teachers will have to take longer in building students' background knowledge. Moreover, Schirmer and Shaffer (2010) explained that teaching segments of the story worked

better with students, and teachers can also offer students to read aloud or silently as they desired. Furthermore, educators can incorporate drama to ask students for comprehension, games for word recognition and for fluency, they can do choral reading or reading to a partner. Last, teachers are suggested to read one book per week and plan lessons accordingly (Shirmer & Shaffer, 2010). The last component of guided reading that many authors emphasized is teaching vocabulary. Manyak and Bauer (2009) highlighted that vocabulary is connected to reading comprehension. In fact, raising awareness of cognates is an effective strategy when students' L1 is similar to the L2. For example, there are over 20,000 English-Spanish cognates (Johnson, 1941; Montelongo, 2002 as cited in Montelongo, Hernandez, Herter, & Cuello, 2011). These authors supported the idea of letting students act out the words, using visuals or drawings to illustrate the meaning of word, using repeated and consistent practice with child-friendly definitions. Similarly, Montelongo et al. (2011) emphasized that through the cognate strategy, Latino ELLs learn to value the ability of speaking two languages as teachers "tap into this rich linguistic reservoir" (p. 429). Finally, Donelly and Roe (2010) accentuated that teaching academic vocabulary by using sentence frames is a strategy that allows ELLs structured language practice in content area.

Chapter 3: Project Design

The ability to read enhances quality of life and expanding it means understanding the world around us. In other words, everything is affected by the ability to read and comprehend a written text. Although reading comes as a natural process for human beings, learning how to read in another language is quite a challenge. Therefore, planning effective reading lessons for second language learners is crucial for their learning process. In the United States, reading teachers have the purpose of teaching students how to read. However, since the population of students has changed, the urgency of teaching English language learners how to read has become a long and exhausting journey. Most importantly, educators have found that differentiation plays a significant role in the process of teaching reading to ELLs. Specifically, guided reading has become an important part of the reading workshop. Its purpose is to create strong and independent readers by providing meaningful and engaging instruction. Scaffolding teacher support and having students in control of their reading process encourage learners to become autonomous readers. For this reason, planning guided reading lessons, purposefully for ELLs, will have a great impact on their ability to read in English. This chapter explains the necessity of classroom reading and the importance of raising awareness among ESL educators as to the importance of guiding reading. Certainly, a modified guided reading lesson needs to be created in order to facilitate ELLs' reading process, but also to help them develop English proficiency.

Considering English learners' backgrounds and needs, this workshop provides ESL strategies to the guided reading block by using a modified template. By following this adapted lesson plan, teachers and students will benefit from exposure to meaningful and efficient reading

lessons. As a result, if ELLs become better readers, they will improve their English language proficiency.

Guided Reading for English Language Learners Workshop

The modified guided reading lesson plan that I have created in the workshop incorporates ESL reading strategies that have been demonstrated to be efficient for second language learners. This lesson plan is divided into three main important aspects: before reading, during reading, and after reading. Before even planning these lessons plans, teachers need to select appropriate texts for ELLs. Vardell et al. (2006) emphasized the importance of choosing books that are cultural, language, visual, genre, and structurally accessible. By selecting leveled books that are at the students' zone of proximal development (Antonacci, 2000), students will be challenged to read multicultural books and be successful at it.

The guided reading lesson plan for ELLs starts with pre-reading activities. Therefore, before reading a text, teachers will activate students' background knowledge by asking questions, asking them to make predictions, and letting them participate in this short discussion. Then, teachers will present key vocabulary in context (Bauer & Arazi, 2011) by providing child-friendly definitions (Montelongo et al., 2011), examples, and synonyms. When teaching these new words, teachers may use TPR (Richard & Rodgers, 1998 as cited in Drucker, 2003) drama, pictures, drawings, and vocabulary webs (Montelongo et al., 2011; Suits, 2003). In addition, if students are Spanish literate speakers, teachers should consider making connections between students' native language and the English language. To that end, focusing on Spanish-English cognates will facilitate ELLs' vocabulary learning. Additionally, teachers will introduce a synopsis of the book by guiding students through the pictures (Chen & Graves, 1998). The last

step of before reading is setting a purpose to read. This purpose could be a strategy or
comprehension focus (Richardson, 2016).

During reading, the modified guided reading lesson plan provides options for teachers to
choose from shared, choral, or paired reading (McCauley & McCauley, 1992; Drucker, 2003).
Since ELLs benefit from having a language model (Drucker, 2003), shared reading will provide
students with the opportunity to listen to their teachers while following the reading. Furthermore,
teachers can stop and ask comprehension questions (DL-TA strategy) (Peregoy & Boyle, 2017).
After shared reading, students will start reading the text independently. They will learn how to
use reading strategies to help them comprehend what they read. These strategies will be
metacognition strategies such as, rereading, questioning ourselves (Peregoy & Boyle, 2017),
skimming, scanning, making predictions, skipping unknown words, making and confirming
inferences, using cognates, and identifying text structure (Block, 1986; Carrell, 1985, 1992;
Carrell, Pharis & Liberto, 1989 as cited in Zadeth et al., 2010). While reading, students can use
sticky notes to track their thinking or create story maps (Peregoy & Boyle, 2017). As Schirmer
and Shaffer (2010) explained, it is better to allow struggling readers to read segments of the text
to promote fluency and comprehension.

After reading, the workshop explains that teachers will guide students through a book
discussion. Educators will create open-ended questions to check students' comprehension. Also,
they might ask students about metacognitive strategies related to the current content. By using
sentence frames, ELLs will be better prepared to be involved in a meaningful discussion
(Donelly & Roe, 2010). Students can complete graphic organizers or be part of a conversation
about what they read (DR-TA strategy) (Peregoy & Boyle, 2017). Equally important are the
extensions that students can do after reading a story, which are also emphasized in the workshop

and lesson planning ideas. These extensions could be cross-curricular activities, such as projects, puppet shows, reader´s theater, and technology tasks (Shirmer & Schaffer, 2010; Avalos et al., 2007; Fredericks, 2003). Extensions are a great opportunity to connect reading and writing. As an example, Peregoy and Boyle (2017) suggested that students could write scripts, write response journals, and use the LEA strategy to write about their own experiences (Dixon & Nessel, 1983; Tinajero & Calderon, 1988 as cited in Peregoy & Boyle, 2017). In fact, Avalos et al. (2007) highlighted that these extensions are beneficial for ELLs because they expand students' knowledge in the four English language domains. Similarly, word work is an important aspect of the extensions. Students should work on word-solving skills in relation to phonics and word recognition (Avalos et al., 2007; Iaquinta, 2006; Lipka & Siegel, 2012; Peregoy & Boyle, 2017). Likewise, Shirmer and Schaffer (2010) stressed that using games for word work is an engaging strategy for ELLs.

Conclusion

Being effective reading teachers means that it is our responsibility to promote students' learning, no matter what their needs are. Given the fact that the population of English-language learners has increased in the last years, it is our obligation to respond to this challenge. My workshop will help educators to differentiate their guided reading lessons for ELLs and be more aware of their students' language and reading needs. Having these multiple strategies that experts consider efficient should improve students' reading level and English proficiency. The main goal of this workshop is to address the concerns of both students and teachers and to facilitate instruction by using ESL strategies in the guided reading block.

Chapter 4: Final Project – Teacher Workshop

My final project is a teacher workshop intended to provide ESL reading strategies in the guided reading block for English language learners. This workshop consists of a Power Point Presentation (PPT) (See Appendix A), which includes considerations for ELLs in the reading block, before-reading strategies, during-reading strategies, and after-reading strategies. In addition, the participants in this workshop will receive a handout. This handout will have a copy of this PPT and a section for taking notes next to each slide. Additionally, teachers who attend this workshop, will receive a modified lesson plan for ELLs (See Appendix B) to be used in the guided reading block.

English Language Learners Overview

This first section explains the context of the Prince William County Schools (PWCS) by showing the main languages spoken in the county, this data was obtained from The Hub (Prince William County Schools, 2020). The purpose of slide # 4 (Figure 1. See also Appendix A) is to make teachers aware of both the population of students they have, and which languages are the most popular in order to make connections with the students' background knowledge.

Students' Population in the PWC

149 Languages
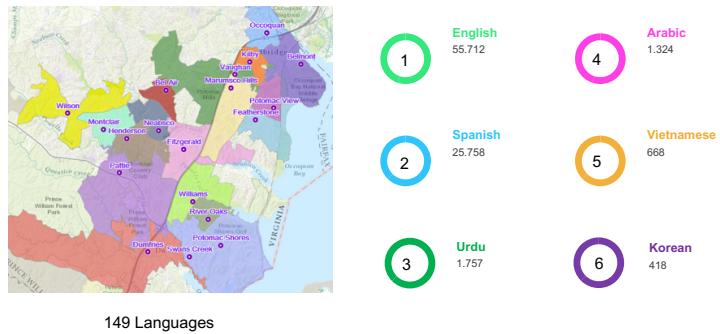
Figure 1: Students' Population in the PWCS

The next slide (Figure 2. See also Appendix A, slide 5) shows the impact that the ability to read has in people's lives. After showing this slide, teachers should reflect on the responsibility they have to help ELLs learn how to read. Reading is everywhere and the success of reading is determined by teachers' ability to differentiate their instruction for ELLs. Reading instruction needs to be differentiated considering that reading enhances the quality of life, implies understanding the world around us, and affects the comprehension of our students' world. Perhaps above all, this differentiation is crucial insofar as learning how to read in another language is a challenge for ELLs.

Figure 2: Learning How to Read

Reading Strategies – Considerations for ELLs

Being able to differentiate reading strategies for ELLs is essential to helping them become independent readers. The guided reading block is a great opportunity to offer multiple reading strategies according to our ELLs' English proficiency and reading level. Therefore, teachers should keep in mind these considerations when teaching students to read.

Slide # 6 (Figure 3. See also Appendix A) shows a general idea of how reading instruction needs to be differentiated for ELLs and which aspects are important to consider before teaching guided reading.
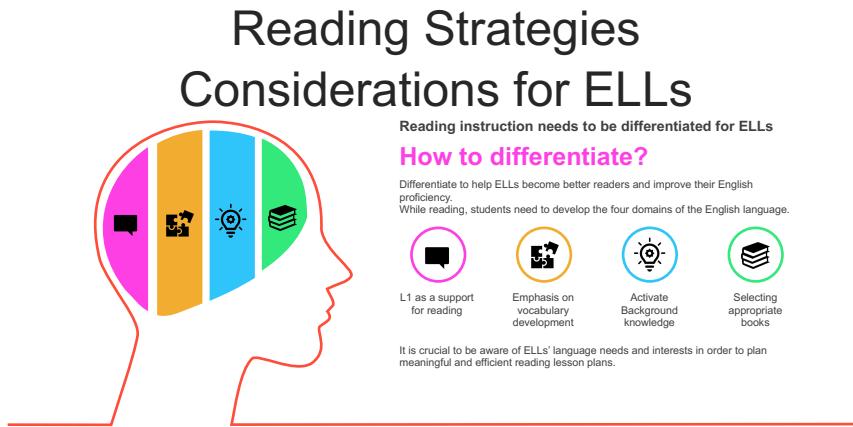
Figure 3: Reading Strategies

The following slides (Figures 4, 5, 6, and 7. See also Appendix A, Slides 7, 8, 9, and 10) show one by one the importance of considering the following: native language support, emphasis on vocabulary development, activating background knowledge, and selecting appropriate books for ELLs.
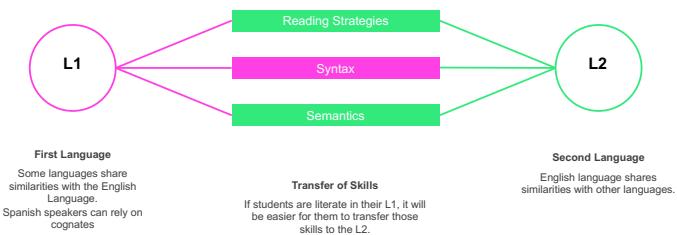
Figure 4: Native Language Support

Figure 5: Vocabulary Development Strategies
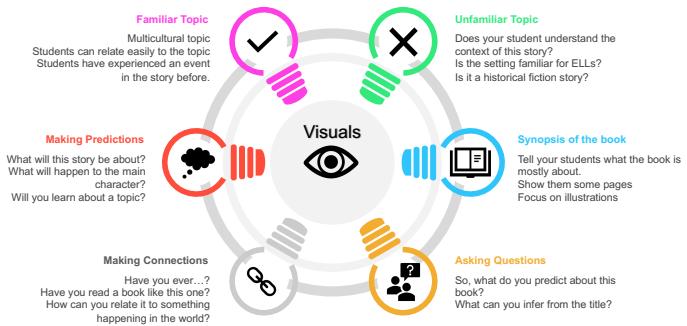
Figure 6: Activate Background Knowledge
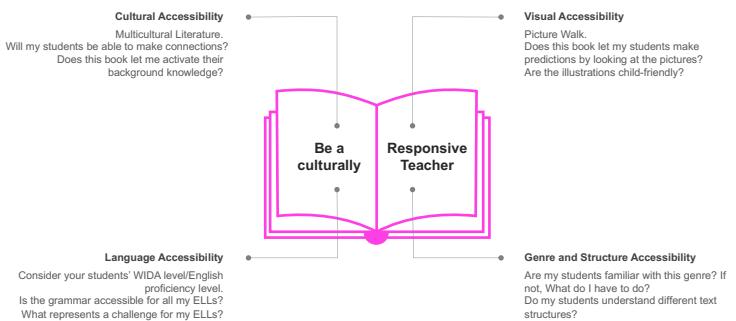
Figure 7: Choosing appropriate books for ELLs

A modified guided reading lesson plan seems necessary to achieve the needs of ELLs. Consequently, Slide #11 (Figure 8. See also Appendix A) starts the discussion of the main three moments of the guided reading lesson that needs to be differentiated. Those moments are: before reading, during reading, and after reading.

Guided Reading for ELLs

Before Reading	During Reading	After Reading
1	2	3

Figure 8: Guided Reading for ELLs

Before Reading

Before-reading strategies are crucial for ELLs. When pre-reading strategies are taught properly, students are better prepared to read and understand a particular text. The slide below (Figure 9. See also Appendix A, Slide 12) explains different strategies to do before reading a book. Depending on the time that teachers have during the guided reading block, they can choose one or two strategies to do before reading. The first strategy, activating students' background knowledge, helps students make connections with their personal experiences. The second strategy, introducing key vocabulary, is one of the most important. Therefore, teachers should take the time to teach new words before reading a book. They could do this by providing

definitions, examples, and synonyms. In addition, teachers could use the TPR strategy and help

lower ELLs affective filter in order to connect the meaning of the word with a gesture. Also,

visual support helps students make those connections between an illustration and the English

word. After doing that, teachers should give a short synopsis of the book through a picture walk

and set a purpose for reading. These purposes could be finding the main idea, describing how

characters feel, or describing one's own emotions when reading, etc.
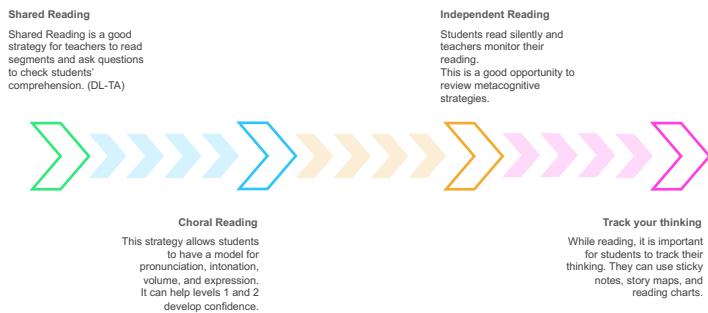
Before Reading

Activate Background Knowledge
Ask students questions and let them answer or make predictions. This is a good opportunity to make connections.

Use Total Physical Response
Let students act out the new words

Synopsis of the Book
Picture Walk

1   2   3   4   5   6

Introduce New Vocabulary
Provide child-friendly definitions, examples and synonyms.

Vocabulary Strategies
Let students draw.
Use vocabulary webs.
Use pictures.
Focus on cognates

Set a Purpose for Reading
Invite students to read with a goal in mind.

Figure 9: Before Reading

During Reading

During-reading strategies are meant to guide students through a text by monitoring their

own reading skills and letting students take notes of their own thinking. Teachers can choose

from shared reading, choral reading, or independent reading. Shared reading allows the teacher

to stop and jot down notes about what students wonder, what they think, what they feel, and what

they connect to. This strategy also helps teachers check students' reading comprehension while

reading. Choral reading is intended to help less-confident ELLs who need a model for

pronunciation, intonation, and expression. These students will benefit from listening to the

teacher and peers while reading a story in order to gain more confidence and familiarity with a particular text. Independent reading is an autonomous strategy where students have the control of their own pace, speed and reading process. Students are independent readers who can track their thinking and apply reading strategies to help them solve a problem. In addition, during-reading strategies set up the teacher as a facilitator of the reading process by supervising students and taking notes about students' weaknesses and strengths. This is a great opportunity for teachers to confer with their students and review reading strategies in the following lessons. In relation to students tracking their thinking, it is suggested that students have their own chart or bookmark where they can easily write down their emotions, connections, questions, etc. Tracking students' thinking should be connected with the reading purpose set before starting to read as described in before-reading strategies.

During Reading

Shared Reading
Shared Reading is a good strategy for teachers to read segments and ask questions to check students' comprehension. (DL-TA)

Independent Reading
Students read silently and teachers monitor their reading.
This is a good opportunity to review metacognitive strategies.

Choral Reading
This strategy allows students to have a model for pronunciation, intonation, volume, and expression. It can help levels 1 and 2 develop confidence.

Track your thinking
While reading, it is important for students to track their thinking. They can use sticky notes, story maps, and reading charts.

Figure 10: During Reading

After Reading

After-reading strategies can be divided in three main aspects: discussions, extensions, and word work. As Slide #14 (Figure 11. See also Appendix A) shows, teachers should guide

discussions in small groups by asking questions, but also letting students form their own questions and analysis. These discussions can be aligned with the current content being taught in language arts, such as finding the main idea, making inferences, identifying the theme, among others. That way, guided reading also connects to the standards, and they serve as a review for students. Discussions can also lead to reading comprehension discussion by analyzing characters, the plot, story elements, etc. The second major aspect of the after reading strategies are extensions. These extensions include, but are not limited to, cross-curricular activities, art projects, drama (role-play, plays), activities that develop the four English domains (speaking, reading, writing, and listening), technology projects, technology apps, and vocabulary games. The last element of after reading strategies is word work. Teachers can choose from games for word recognition and for fluency, phonics and morphological instruction, sight words, among others.

Figure 11: After Reading

The following three slides (Figures 12, 13, and 14. See also Appendix A, Slides 15, 16, and 17) explain in detail what strategies could be used for before, during and after reading in the guided reading block.

Figure 12: Discussions

Figure 13: Reading Extensions
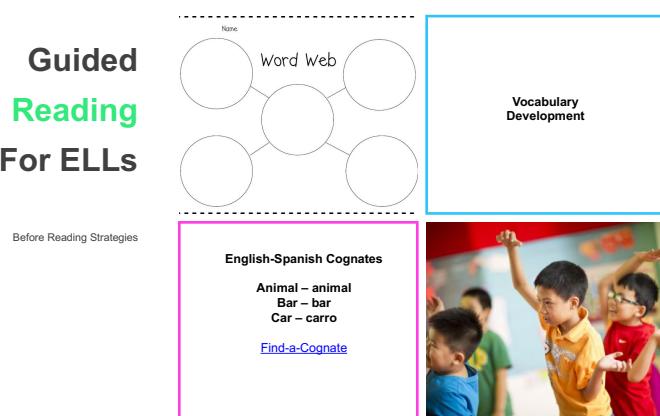
Figure 14: Word Work

Reflection

After presenting the modified guided reading lesson plan, the participants will reflect on

how these ESL strategies can be used in their classroom. Time for questions, concerns and

suggestions will be provided in order to clarify the workshop delivered. At the end of this slide,

teachers will be asked to complete an online feedback form (See Appendix C) from

https://www.surveymonkey.com/r/YJDPNZD
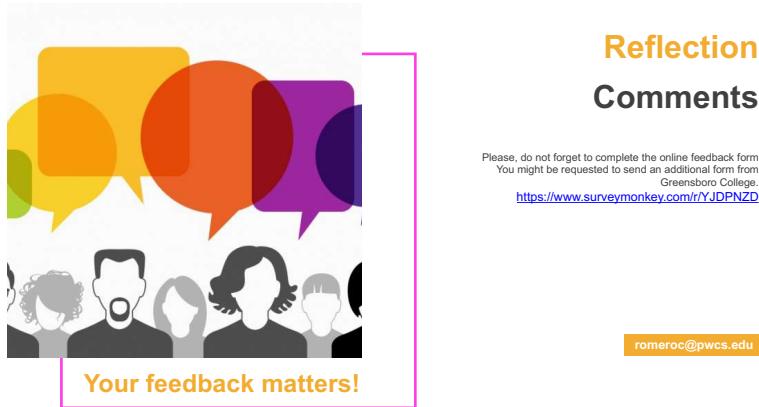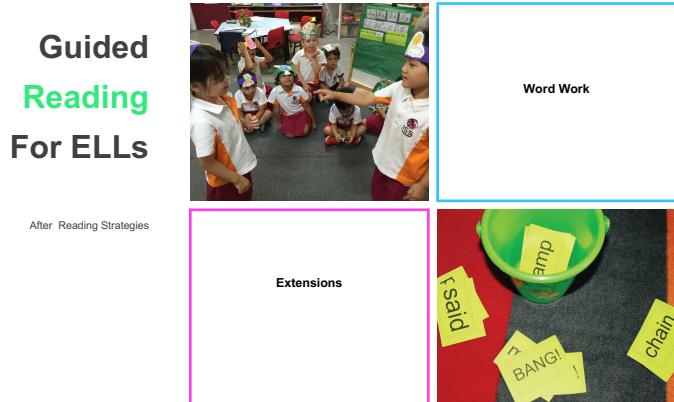
Figure 15: Reflection

Final Review

The following slides (Figures 16 and 17. See also Appendix A, Slides 19, 20, 21, and 22) work as a review of this workshop. They show multiple pictures of activities that teachers can do during the guided reading block following the modified lesson plan template that has been provided for them.

Figure 16: Review Guided Reading for ELLs

Guided Reading For ELLs

♦ ♦ ♦ ♦ ♦ ♦ ♦

During Reading Strategies

Choral Reading

Track your thinking

Shared Reading

Figure 16: Review Guided Reading for ELLs

Guided Reading For ELLs

After Reading Strategies

Word Work

Extensions

Figure 16: Review Guided Reading for ELLs

Guided Reading Summary

04 After Reading

03 During Reading

02 Before Reading

01 Reading for ELLs
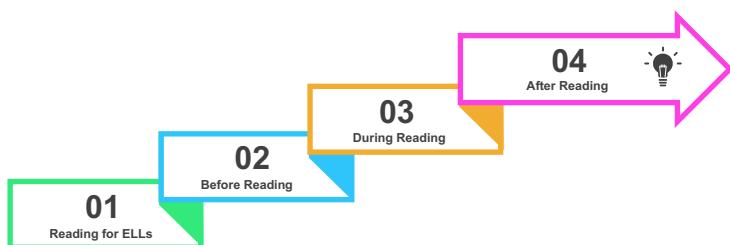
Figure 17: Guided Reading Summary

Conclusion

At the end of this workshop, I will encourage teachers to apply these ESL reading strategies in their guided reading block when working with English language learners. If they do not feel comfortable yet using the modified lesson plan, they can combine some of the current guided reading lesson plan for their ELLs with the strategies presented in this workshop. I will emphasize that these strategies are based on authors' research in relation to successful reading instruction for ELLs and how the appropriate use of them can lead to the development of independent readers and English learners. As part of their own reflection and research, I will suggest for them to read some authors, that in my opinion, are a great beginning to start learning more about ELLs and their process of reading. These authors are: Montelongo et al. (2011), Peregoy and Boyle (2017), and Avalos et al. (2007).

Chapter 5: Conclusion

Teaching ELLs how to read in English is a great challenge considering the obstacles that teachers might face during this process. Therefore, being able to seize the class time with these students will have a significant impact in their ability to become independent readers. Equally important for ELLs is developing English proficiency and showing improvement in the four English domains: listening, writing, speaking, and reading.

The main purpose of this project is to provide ESL strategies for all teachers to be used in the guided reading block during language arts. These strategies are meant to foster not only reading skills, but also English language development skills. By using these strategies, teachers will be better prepared to work with ELLs, and students will receive a differentiated lesson that is adjusted to their particular needs. This modified lesson plan template will serve as an idea for educators to differentiate and guide their reading lessons when working with ELLs. All the activities presented are suggestions and are recommended to be taught in the sequence: before, during and after reading. Teachers should be able to adapt this lesson template based on their students, amount of time for guided reading, and reading objectives. As an ESL teacher, currently working as a reading teacher, I strongly suggest that educators are flexible and consider their English learners' needs when planning their reading lessons. Our population of students has changed and so has our teaching instruction. In other words, our students are demanding for us, as teachers, to be culturally responsive educators and reflect on our own methodologies. I definitely believe that it is crucial to get to know our ELLs in order to plan our reading lessons in a meaningful and effective way. By doing this, students and teachers will see improvement in

their learning and teaching processes, respectively. As part of my personal reflection, creating

this workshop for teachers has taught me to be more aware of my own students' needs and

learning times. Everybody learns at a different pace; consequently, planning my lessons needs to

reflect that I think about every single one of my students. Because of the fact that I am an

English learner, I have observed how important it is for ELLs to become better readers, but also,

better English learners.

Previously, I mentioned the importance of providing teachers with ESL reading strategies

during the guided reading block. Indeed, that is one of the main purposes of this project as part of

the professional development for educators. However, my greatest objective with this workshop

is making teachers aware of their ELL population in their own classrooms and showing them the

potential that these students have. In my personal opinion, teachers are responsible for making

their lessons achievable for all students, including their ELLs. Thus, this workshop will facilitate

the planning process during the guided reading block when working with ELLs in small groups.

It is important to mention that, the strategies presented as "Considerations for ELLs" (See

Appendix A, slides #6, 7, 8, 9, and 10) are crucial for the success of the reading instruction with

ELLs. These reading considerations will help educators become culturally responsive teachers

and plan according to their students' English proficiency and reading level.

As was mentioned earlier, this workshop will be presented for educators at Kilby

Elementary School in the Prince William County, Virginia. After presenting this workshop at

that location and considering participants' feedback, I would like to present this workshop as part

of the Prince William County Professional Development opportunities for educators. I am

convinced that many educators will benefit from having this modified lesson plan template and

attending this workshop as part of their ESL professional development hours required by this county and others in the United States.
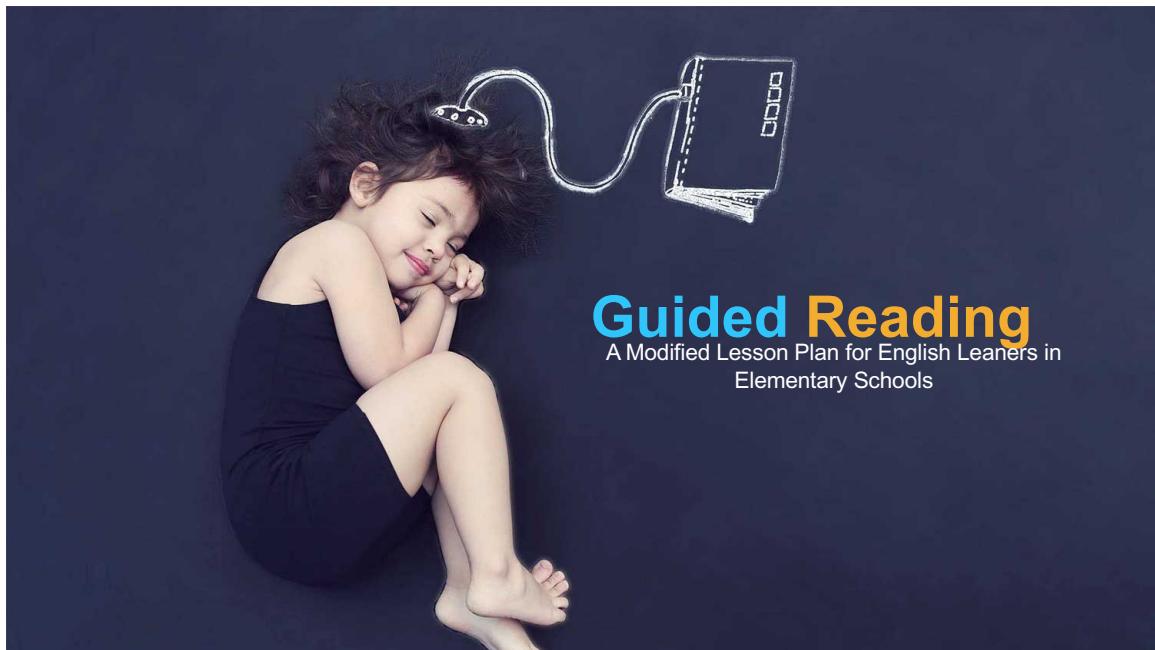
     During the process of research for my thesis project, I found out that most of the research has been made in the area of guided reading for English speakers. A few authors have explored the area of guided reading and English language learners, which in my opinion, is a little disappointing considering the diverse population in the American schools. Therefore, I strongly suggest that educators keep reading about strategies that help ELLs in language arts, but also, in other content areas, where I know, these students have enormous difficulties with. Further research needs to be done in the area of guided reading strategies for ELLs and if this method of teaching how to read is appropriate for students who are also learning English as a second language. Furthermore, it is important to consider the new trends of ESL teaching of guided reading and how this impacts the development of the other English domains of listening, writing, and speaking when having only short periods of time while working with English learners at lower proficiency levels.

Appendices

Appendix A: Slides

Slide #1

Slide #2
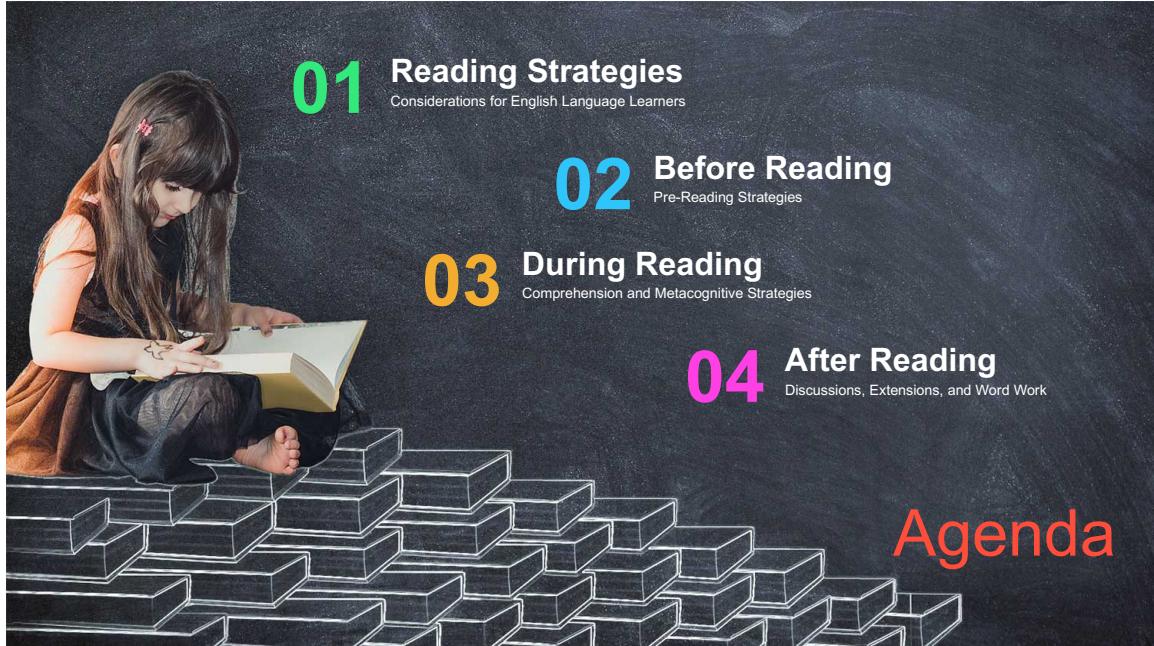
Slide #3

Students' Population in the PWC

149 Languages

1	**English** 55.712		4	**Arabic** 1.324
2	**Spanish** 25.758		5	**Vietnamese** 668
3	**Urdu** 1.757		6	**Korean** 418
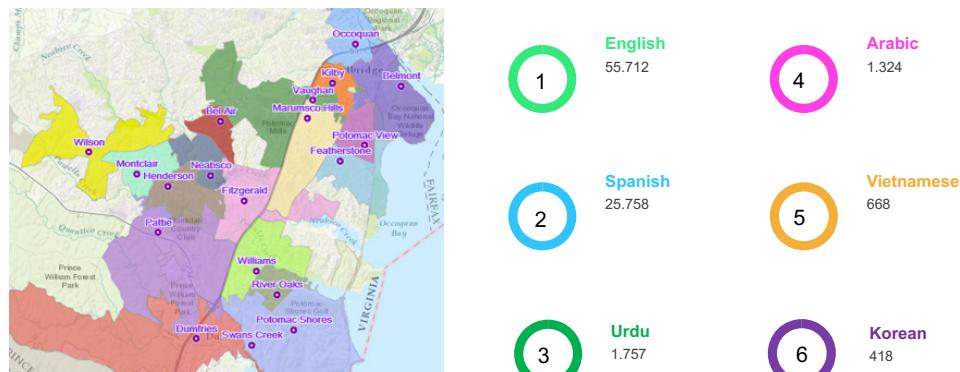
Slide #4

Learning How To Read

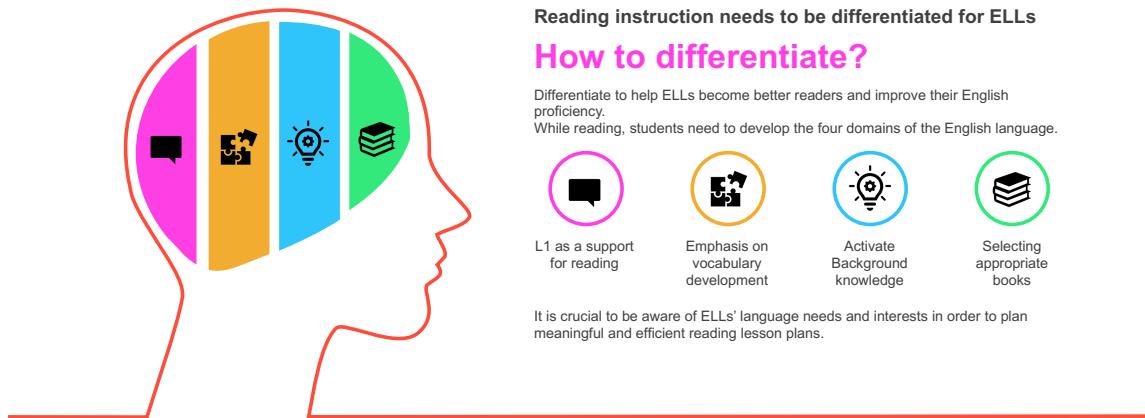**1** Enhances the quality of life

2 Understanding the world around us

3 Everything is affected by the ability to read and comprehend a written text.

4 L1 more natural process
L2 a great challenge

Slide #5

Reading Strategies Considerations for ELLs

Reading instruction needs to be differentiated for ELLs

How to differentiate?

Differentiate to help ELLs become better readers and improve their English proficiency.
While reading, students need to develop the four domains of the English language.

L1 as a support for reading

Emphasis on vocabulary development

Activate Background knowledge

Selecting appropriate books

It is crucial to be aware of ELLs' language needs and interests in order to plan meaningful and efficient reading lesson plans.

Slide #6

Native Language Support

First Language

Some languages share similarities with the English Language.
Spanish speakers can rely on cognates

Transfer of Skills

If students are literate in their L1, it will be easier for them to transfer those skills to the L2.

Second Language

English language shares similarities with other languages.

Slide #7

Vocabulary Development Strategies

"

Vocabulary is a key factor in ELLs' reading comprehension. (Bauer & Arazi, 2011; Drucker, 2003; Garcia, 1991; Saville-Troike, 1983 as cited in Manyak & Bauer, 2008).

Slide #8

Activate Background Knowledge

Familiar Topic
Multicultural topic
Students can relate easily to the topic
Students have experienced an event
in the story before.

Unfamiliar Topic
Does your student understand the
context of this story?
Is the setting familiar for ELLs?
Is it a historical fiction story?

Visuals

Making Predictions
What will this story be about?
What will happen to the main
character?
Will you learn about a topic?

Synopsis of the book
Tell your students what the book is
mostly about.
Show them some pages
Focus on illustrations

Making Connections
Have you ever…?
Have you read a book like this one?
How can you relate it to something
happening in the world?

Asking Questions
So, what do you predict about this
book?
What can you infer from the title?

Slide #9

Choosing appropriate books for ELLs

Cultural Accessibility
Multicultural Literature.
Will my students be able to make connections?
Does this book let me activate their
background knowledge?

Visual Accessibility
Picture Walk.
Does this book let my students make
predictions by looking at the pictures?
Are the illustrations child-friendly?

Be a culturally **Responsive Teacher**

Language Accessibility
Consider your students' WIDA level/English
proficiency level.
Is the grammar accessible for all my ELLs?
What represents a challenge for my ELLs?

Genre and Structure Accessibility
Are my students familiar with this genre? If
not, What do I have to do?
Do my students understand different text
structures?

Slide #10

Guided Reading for ELLs

Before Reading 1

During Reading 2

After Reading 3

Slide #11

Before Reading

Activate Background Knowledge

Ask students questions and let them answer or make predictions. This is a good opportunity to make connections.

Use Total Physical Response

Let students act out the new words

Synopsis of the Book

Picture Walk

1   2   3   4   5   6

Introduce New Vocabulary

Provide child-friendly definitions, examples and synonyms.

Vocabulary Strategies

Let students draw.
Use vocabulary webs.
Use pictures.
Focus on cognates

Set a Purpose for Reading

Invite students to read with a goal in mind.

Slide #12

Slide #15

Slide #16

Slide #17

Slide #18

Guided

Reading

For ELLs

Word Web

Name:

Vocabulary
Development

Before Reading Strategies

English-Spanish Cognates

**Animal – animal
Bar – bar
Car – carro**

Find-a-Cognate

Slide #19

**Guided
Reading
For ELLs**

♦ ♦ ♦ ♦ ♦ ♦ ♦

During Reading Strategies

Choral Reading
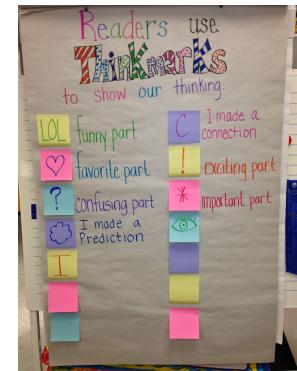
Track your thinking

Shared Reading

Slide #20

Guided

Reading

For ELLs

After Reading Strategies

Word Work

Extensions

Slide #21

Guided Reading Summary

04
After Reading

03
During Reading

02
Before Reading

01
Reading for ELLs
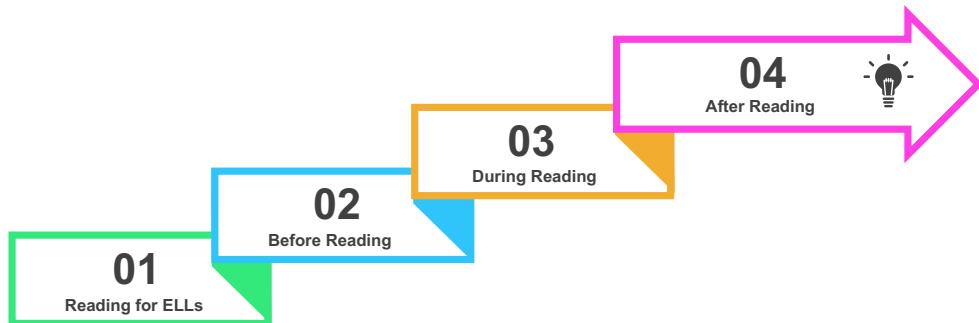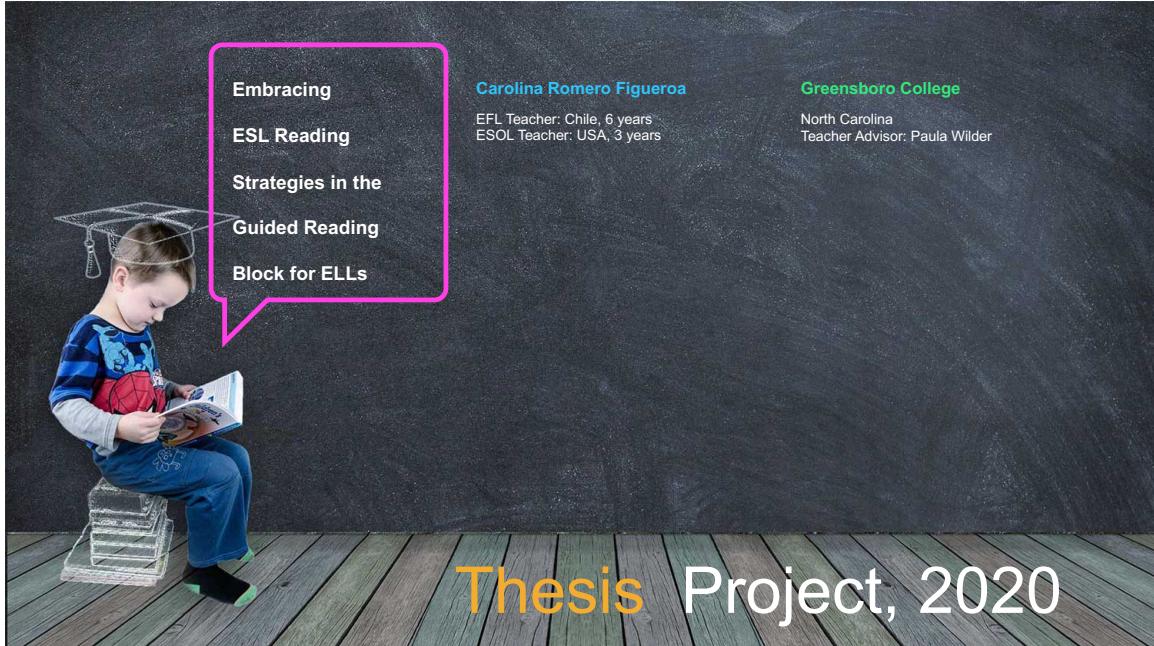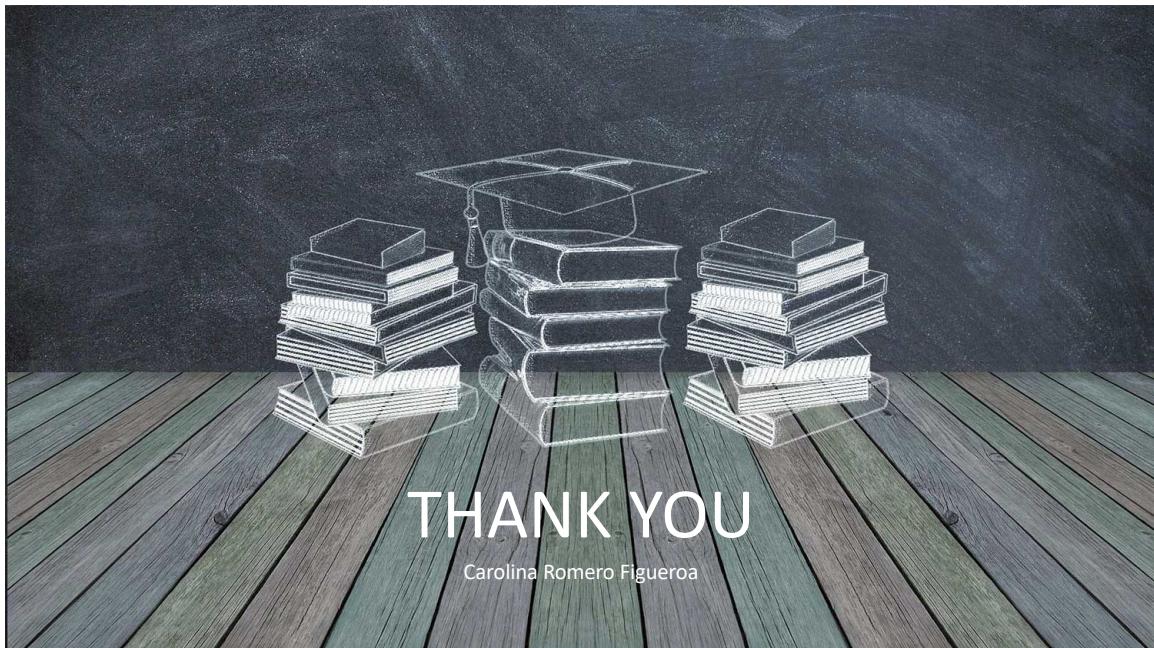
Slide #22

Slide #23

Slide #24

Appendix B: Modified Lesson Plan Template

Guided Reading Lesson Plan for English Language Learners

Monday Content & Language Objective:	Tuesday Content & Language Objective:	Wednesday Content & Language Objective:

Before Reading:
1. *Activate Background Knowledge*
Ask a question
 	
_____
_____
_____?
 	
Students make predictions
 	
2. *Introduce Key Vocabulary*
Word   Definition:
 	
        Example:
 	
        Synonym:
 	
Word   Definition:
 	
        Example:
 	
        Synonym:
 	
Word   Definition:
 	
        Example:
 	
        Synonym:
 	
Word   Definition:
 	
        Example:
 	
        Synonym:
	Before Reading:
	1. *Activate Background Knowledge*
	Ask a question
	
	_____
	_____
	_____?
	
	Students make predictions
	
	2. *Introduce Key Vocabulary*
	Word Definition:
	
	        Example:
	
	        Synonym:
	
	Word Definition:
	
	        Example:
	
	        Synonym:
	
	Word Definition:
	
	        Example:
	
	        Synonym:
	
	Word Definition:
	
	        Example:
	
	        Synonym:
		Before Reading:
		1. *Activate Background Knowledge*
		Ask a question
		
		_____
		_____
		_____?
		
		Students make predictions
		
		2. *Introduce Key Vocabulary*
		Word Definition:
		
		        Example:
		
		        Synonym:
		
		Word Definition:
		
		        Example:
		
		        Synonym:
		
		Word Definition:
		
		        Example:
		
		        Synonym:
		
		Word Definition:
		
		        Example:
		
		        Synonym:

3. Synopsis of the chapter or book. _____ _____ _____. 4. Purpose to read: _____ _____	3. Retelling _____ _____ _____ _____. 4. Purpose to read: _____ _____	3. Retelling _____ _____ _____ _____. 4. Purpose to read: _____ _____
During Reading: ☐ Shared Reading ☐ Choral Reading ☐ Independent Reading How will students track their thinking?	**During Reading:** ☐ Shared Reading ☐ Choral Reading ☐ Independent Reading How will students track their thinking?	**During Reading:** ☐ Shared Reading ☐ Choral Reading ☐ Independent Reading How will students track their thinking?
After Reading (choose 1 or 2): 1. Discussion 2. Extensions 3. Word Work	**After Reading (choose 1 or 2):** 1. Discussion 2. Extensions 3. Word Work	**After Reading (choose 1 or 2):** 1. Discussion 2. Extensions 3. Word Work

Guided Reading Lesson Plan for English Language Learners

Thursday Content & Language Objective:	Friday Content & Language Objective:	Notes **Group #1**

Before Reading:
1. *Activate Background Knowledge*
☐ Ask a question
 	
_____
_____
_____?
 	
☐ Students make predictions
 	
2. *Introduce Key Vocabulary*
Word   Definition:
 	
    Example:
 	
    Synonym:
 	
Word   Definition:
 	
    Example:
 	
    Synonym:
 	
Word   Definition:
 	
    Example:
 	
    Synonym:
 	
Word   Definition:
 	
    Example:
 	
    Synonym:
	Before Reading:
	1. *Activate Background Knowledge*
	☐ Ask a question
	
	_____
	_____
	_____?
	
	☐ Students make predictions
	
	2. *Introduce Key Vocabulary*
	Word Definition:
	
	    Example:
	
	    Synonym:
	
	Word Definition:
	
	    Example:
	
	    Synonym:
	
	Word Definition:
	
	    Example:
	
	    Synonym:
	
	Word Definition:
	
	    Example:
	
	    Synonym:
		Group #2
		
		Group #3
		
		Group #4
		
		Group #5

3. *Synopsis of the chapter or book/Retelling* _____ _____ _____ _____. 4. *Purpose to read:* _____ _____	3. *Retelling* _____ _____ _____ _____. 4. *Purpose to read:* _____ _____	Group #6
During Reading: ☐ Shared Reading ☐ Choral Reading ☐ Independent Reading How will students track their thinking?	**During Reading:** ☐ Shared Reading ☐ Choral Reading ☐ Independent Reading How will students track their thinking?	Next steps
After Reading (choose 1 or 2): 1. Discussion 2. Extensions 3. Word Work	**After Reading (choose 1 or 2):** 1. Discussion 2. Extensions 3. Word Work	

Appendix C: Feedback Survey

Embracing ESL Reading Strategies in the Guided Reading Block for ELLs - Training Feedback Survey

Please share your feedback regarding our recent training sessions. We appreciate your candid responses.

1. What is your job role?

○ Classroom Teacher

○ ESOL Teacher

○ Reading Specialist

○ Administrator

○ Other

Device View 🖥 📱 📱

Survey Format ❔ ☰ 🗒

Next

Embracing ESL Reading Strategies in the Guided Reading Block for ELLs - Training Feedback Survey

2. How relevant was the training material to your role?

○ Extremely relevant

○ Very relevant

○ Somewhat relevant

○ Not so relevant

○ Not at all relevant

3. How clear was the presentation of information?

○ Extremely clear

○ Very clear

○ Somewhat clear

○ Not so clear

○ Not at all clear

4. Did the training cover too much, too little, or the right amount of information?

○ Too much information

○ Too little information

○ Right amount or information

5. How engaging was your instructor?

○ Extremely engaging

○ Very engaging

○ Somewhat engaging

○ Not so engaging

○ Not at all engaging

6. How would you rate your instructor's knowledge of the material?

○ Excellent

○ Very good

○ Good

○ Fair

○ Poor

7. How clear are you on the takeaways from the session?

- ○ Extremely clear
- ○ Very clear
- ○ Somewhat clear
- ○ Not so clear
- ○ Not at all clear

8. Do you have any other comments, questions, or concerns?

Device View

Prev   Done

Survey Format

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